



Impact of Religious Education on Pupil's Behaviour: A Case Study of Selected Secondary Schools in Lusaka District, Zambia

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ABSTRACT

The study examined impact of religious education on pupils' behaviour in the selected secondary schools in Lusaka district, Zambia. Specific objectives were; (a) To assess effectiveness of teaching religious education in secondary schools, (b) To establish the relationship between religious education syllabus and shaping pupil moral development, (c) To determine whether the Zambian government has policy framework interventions that support the role of religious education in building Zambia as a Christian. In order to meet the objective, descriptive and explanatory research design was used. Both qualitative and quantitative research approach were used to analyze and interpret data. Data was collected through oral interviews, questionnaires and observations. Furthermore, contributions by some Pentecostal churches and other religious were of importance to the education sector. The study sampled head teachers, teachers of religious studies and pupils of religious education. The sample size for the study was 100 respondents. The findings of the study were that values and practices helps progress in education. The role of Religious Education prepares learners to be morally upright and influences them to fear God and respect fellow human beings. Additionally, the findings revealed that the teaching of religious education is a critical component that enables the school going youth to acquire morality by instilling the right attitudes for social obligations and responsibilities in the society. Based on conclusions of this study, the researchers came up with the following recommendations; Religious Education should be taught in all secondary schools and Zambia at large due to its power to reduce frequency of disciplinary cases in schools, to impart practical ability for learners to discriminate between right and wrong and choose what is right in day-to-day life. The other recommendation is that the government of Zambia and other related agencies should train more Religious Education teachers as the increase of RE teachers will make it possible for the subject to be taught across secondary schools.

Keywords: Behaviour, Community, Moral Development, Pupil, Religious Education, Teaching and Values.

INTRODUCTION

One of the critical needs of any society is education. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals beliefs and habits (Musaku, 2019). The role of education in the transformation of lives is acknowledged by Wright (1993). UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. From early in a child's life, education is provided through the process of socialization.

Childhood socialization enables a child to assimilate the desired behaviour patterns of a particular society. Although informal education happens without deliberate planning, society has from time immemorial deliberately structured the learning process to ensure that desired outcomes are achieved. Master ton (2017), expresses the words of Plato and argues that education and admonition commence in the first years of childhood and last to the very end of life. This simply means that equipping children with the right foundation in education commences at the very early stages of a child's life. There are many different experiences that a family, community or a society can provide, but education tends to be the centralized focus where children must experience to stand on the right foundation in their lives.

One of the modes of provision of education is through Christian religious education. Christian religious education is defined as the process whereby Christian learning takes place. It often involves teaching which enables practicing

Research In Religious Education

Julian Stern



Research In Religious Education:

Researching Religious Education: Classroom Processes and Outcomes Friedrich Schweitzer, Reinhold Boschki, 2017 The question of how research on structures and outcomes in Religious Education can be carried out successfully is of current interest in many countries Next to the more traditional historical analytical and more recently international comparative approaches empirical research in religious education has been able to establish itself as a major approach to this field Moreover the contemporary discussion about comparative evaluation in schools has raised a number of questions which also refer to Religious Education What competences can pupils acquire in this subject Does Religious Education really support the acquisition and development of the competences aspired Are there differences in this respect between different forms of Religious Education or between different approaches to teaching With contributions from eight European countries the volume brings together approaches and research experiences that try to follow this lead by offering new and empirically based perspectives for the future improvement of teaching and learning in this school subject Whoever is interested in improving the practice of Religious Education then will not be able to bypass the question of researching processes and outcomes an insight which also refers to a small but growing number of studies in this field which can be identified in several countries

Religious Education Research through a Community of Practice. Action Research and the Interpretive Approach Julia Ipgrave, Robert Jackson, Kevin O'Grady, 2009 This book brings together a group of teachers and teacher educators who have researched their own students learning in schools and universities as part of the EC funded REDCo Project Combining the methods of action and practitioner research with the key concepts of Robert Jackson's interpretive approach the book illustrates the collaborative research of a group of professionals working together as a community of practice Part one sets out the key ideas of the interpretive approach and action research Part two reports case studies from individual researchers projects carried out in diverse though related settings different schools teacher education and local authority teacher training Part three traces the ideas of the interpretive approach action research and community of practice across the individual studies Part four connects the research with wider themes and findings from the European Commission REDCo Project on religion education dialogue and conflict The book is highly relevant to the work of teachers and teacher trainers in the field of religions and education to researchers in this field and to all interested in action research practitioner research and communities of practice

Religion in Education Joyce Miller, Kevin O'Grady, Ursula McKenna, 2013 This volume explores numerous themes including the influence of ethnography on religious education research and pedagogy the interpretive approach to religious education the relationship between research and classroom practice in religious education providing a critique of contemporary religious education and exploring the implications of this critique for initial and continuing teacher education

Research in Religious Education Leslie J. Francis, William K. Kay, William S. Campbell, 1996

Religious Education Research Through a Community of Practice Julia

Ipgrave, Robert Jackson, Kevin O'Grady, 2009 **Religion and Educational Research** David Käbisch, 2019 Religious education is always a local or regional practice This is evident in the studies in the present volume on religion and education The production and the transfer of knowledge in this field are particular and take place in certain historical contexts so that both can be understood as historical processes With regard to these theoretical assumptions the authors of the present volume deliver case studies concerning religious education research in Germany Ireland Sweden Argentina as well as other countries Several questions from these contributions might be relevant for further studies Is religion being underrated in educational research Is education on the other hand being underrated in religious studies Do these questions depend on national traditions in educational as well as religious research Are there transnational exchanges between countries through networks guilds and media And finally what might be the additional benefits of such research compared to international comparative studies **Researching Religious Education as Social Practice** Geir Afdal, 2011 Exploring Context in Religious Education Research Geir Skeie, Judith Everington, Ina ter Avest, Siebren Miedema, 2013 The relevance of contextual perspectives in religious education has been growing for the last decade It has been central to the European Network for Religious Education through Contextual Approaches ENRECA the research network that has produced the present book Several members of the network have contributed to the theoretical and empirical development of contextual approaches in different publications but for the first time this has been the focus of an entire collectively produced volume The history of the book dates back to research seminars in 2009 and 2010 and is based on the discussions in the seminar The chapters have been developed through a process of critical examination Through this process we believe to have produced a coherent and also comprehensively rich book dealing with the issue of context as a challenge and also a stimulus to religious education research and practice The chapters are presenting both empirical research and scholarly investigation into methodological and theoretical dimensions Taken together we hope that this book will contribute to the further development of contextual thinking in religious education research Or aim has not been to answer all questions but rather to pose questions and to complicate things in order to enrich the academic field of religion in education Location, Space and Place in Religious Education Martin Rothgangel, Kerstin von Brömssen, Hans-Günter Heimbrock, Geir Skeie, 2017 People form attachments to their home their neighbourhood and environment to the region and nation to which they belong They express feelings about space and place especially so in globalized times In religious studies in theology and in education there is a growing interest in spatial theories either as constructed within national borders or within international and transnational spaces The spatial turn has become an acknowledged term in interdisciplinary discourses Although every practice of religious education is situated and contextually dependent religious education RE research until now has not systematically paid attention to this fundamental insight This volume is devoted specifically to clarifying the close relationship between RE practice and spatial and situational conditions After clarifying the main concepts in Part 1 Part 2 includes chapters related to classroom studies

while Part 3 focuses on studies about teachers of religious education Part 4 contains studies beyond the classroom such as school chapels churches and inner space All contributions to this volume were developed in the context of the European Network for Religious Education through Contextual Approaches ENRECA which has focused recently on the central issue of space and place

Pedagogies of Religious Education Michael Grimmitt, 2000 *Pedagogies of Religious Education* brings together in a single volume the most important and influential research and developmental work in R E undertaken in the past twenty five years For the first time it provides trainee and practising teachers of RE in primary and secondary schools with an invaluable resource for acquiring an informed understanding of the range of styles of learning and teaching which are available to them

Improving Religious Education Through Teacher Training Friedrich Schweitzer, Rob Freathy, Stephen G. Parker, Henrik Simojoki, 2023 This book brings together two topics which have both been of increasing interest in different countries The first refers to the quality of Religious Education as a school subject RE in general the second is about the education of teachers of RE and its possible contribution to better quality RE There have been many public and often controversial debates concerning both of these topics The chapters contained in this volume however are not meant to continue such debates even if it is inevitable that they will contribute to these debates as well but to make use of research especially research on teacher education in the field of RE in order to provide insights based not just on political or personal opinions but on rigorous academic scholarship

The Empirical Science of Religious Education Mandy Robbins, Leslie Francis, 2016-01-22 The *Empirical Science of Religious Education* draws together a collection of innovative articles in the field of religious education which passed the editorial scrutiny of Professor Robert Jackson over the course of his impactful fourteen year career as editor of the *British Journal of Religious Education* These articles have made an enormous contribution to the international literature establishing of the empirical science of religious education as a research field The volume draws together organises and illustrates the contours of this emerging field and is an essential compendium which covers work in teacher education and teacher experience student understanding attitudes and values varieties of religious schooling and worldview and life interpretation Organised into ten thematic sections the contributors cover the field comprehensively and bring with them an international and reflexive approach to their research It is an essential resource for those practitioners and researchers who wish to access original and innovative research undertaken by way of ethnographic fieldwork practitioner research life history approaches to research psychological scales and measures and large surveys Particularly interested readers will be studying PGCE and masters level programmes in religious education as well as qualified religious educators undertaking continuing professional development

Researching Non-Formal Religious Education in Europe Friedrich Schweitzer, Wolfgang Ilg, Peter Schreiner, 2019 The traditional focus on Religious Education at school can no longer be the only guiding principle for religious education research if this research is to do justice to the reality of religious education in general The awareness of the meaning and scope of education outside of the

school has clearly grown. However, systematic research on non-formal religious education still remains rare, especially on an international level. It is the intention of this volume to strengthen the awareness of educational settings outside of the school by bringing together research results and research perspectives from different European countries and by discussing the question what non-formal education means in terms of religious education. The book includes presentations on specific research projects carried out by the authors themselves as well as summary accounts of the pertinent research from different countries. The chapters take up general questions of researching non-formal religious education as well as specific references to different programs such as youth work, Sunday School, kindergarten, confirmation work etc.

Annual Review of Research
 John H. Peatling, 1980 Holistic Religious Education - is it possible? Sturla Sagberg, 2015

This book discusses the possibility of a holistic approach to religious education taking into account religious and cultural diversity, different aspects of secularisation and different academic disciplines that inform the subject. Issues discussed are the view of children as spiritual and religious subjects, identity formation, the concept of child theology, the relationship between faith and morality, the meaning of spirituality, the notion of wonder as an inroad to learning, religion as culture and the meaning of holism. A point of departure is taken in a typology of attitudes to religion in public education and the line of reason ends in a search for viable metaphors for holistic religious education.

Sturla Sagberg, born 1951, is professor of religious education and ethics at Queen Maud University College of Early Childhood Education in Trondheim, Norway. He has a doctoral degree in theology and has for many decades taught and done research related to teacher training as well as to church education. He has published several books in Norwegian, of which the latest translates into *Religion, Values and Formation: Children and the big questions in life*. Many of his articles in books and journals are written in English.

Religion, Education, Dialogue and Conflict Robert Jackson, 2014-01-02

Religion, Education, Dialogue and Conflict analyses the European Commission-funded REDCo project which addressed the question of how religions might contribute to dialogue or conflict in Europe. Researchers in education from eight countries: the UK, Estonia, France, Germany, the Netherlands, the Russian Federation, Norway, and Spain, studied how young Europeans of different religious, cultural, and political backgrounds could engage in dialogue in the context of the school. Empirical studies conducted with 14-16 year old students included them offering their own perspectives and analyses of teaching and learning in both dialogue and conflict situations. Although there were some different national patterns and trends, most students wished for peaceful coexistence across differences and believed this to be possible. The majority agreed that peaceful coexistence depended on knowledge about each other's religions and worldviews, sharing common interests and doing things together. The project found that students who learn about religious diversity in school are more willing to discuss religions and beliefs with students of other backgrounds than those who do not.

The international range of expert contributors to this book evaluate the results of the REDCo project, providing examples of its qualitative and quantitative studies and reflecting on the methods and theory used in the project as a whole. This book was originally published as a

special issue of the British Journal of Religious Education **Law, Education, and the Place of Religion in Public Schools** Charles Russo, 2021-09-30 This text presents a comparative cross cultural analysis of the legal status of religion in public education in eighteen different nations while offering recommendations for the future improvement of religious education in public schools Offering rich analytical insights from a range of renowned scholars with expertise in law education and religion this volume provides detailed consideration of legal complexities impacting the place of religion and religious education in public education The volume pays attention to issues of national and international relevance including the separation of the church and state public funding of religious education the accommodation of students devotional needs and compulsory religious education The volume thus highlights the increasingly complex interplay of religion law and education in diverse educational settings and cultures across developing and developed nations Providing a valuable contribution to the field of religious secondary education research this volume will be of interest to researchers academics and educators with an interest in religion and law international and comparative education and those involved with educational policy at all levels Those more broadly interested in moral and values education will also benefit from the discussions the book contains **Research on Religious Development. A Comprehensive Handbook. A Project of the Religious Education Association. Edited by Merton P. Strommen** Religious Education Association (UNITED STATES OF AMERICA), 1971 *Teaching Religious Education* Julian Stern, 2018-01-25 An updated expanded edition of the popular textbook for student and practising teachers of religious education It is a book for and about teaching and learning religious education in schools which is a lively and open ended subject ideal for those wanting to explore how people understand the world and how they live their lives A wide range of religious and non religious ways of life are explored New to this edition are descriptions of more recent research on teaching and learning religious education from the UK Europe America Asia Africa and Australia Also included are personal accounts written by pupils teachers and researchers giving voice to those learning and researching religious education in practice As well as revising and extending every chapter of the first edition there are brand new chapters on the real lives of teachers and pupils in religious education religious education around the world spirituality thinking about philosophy truth and religious education ethics rights values and virtues creativity and religious education A key feature of the book is the 33 classroom activities for learners aged 7 to 18 which are also designed for use by student and practising teachers These activities enable those studying and teaching religious education to be active researchers Does Religious Education Work? James C. Conroy, David Lundie, Robert A. Davis, Vivienne Baumfield, L. Philip Barnes, Tony Gallagher, Kevin Lowden, Nicole Bourque, Karen J. Wenell, 2013-10-31 Society for Educational Studies Annual Book Prize winner 2nd Prize This ground breaking volume draws upon a rich and variegated range of methodologies to understand more fully the practices policies and resources available in and to religious education in British schools The descriptions explanations and analyses undertaken here draw on an innovative combination of policy work ethnography

Delphi methods Actor Network Theory questionnaires textual analysis as well as theological and philosophical insight It traces the evolution of religious education in a post religious age from the creation of policy to the everyday experiences of teachers and students in the classroom It begins by analysing the way in which policy has evolved since the 1970s with an examination of the social forces that have shaped curriculum development It goes on to explore the impact and intentions of a diverse group of stakeholders with sometimes competing accounts of the purposes of religious educations It then examines the manner in which policy is or is not enacted in the classroom Finally it explores contradictions and confusions successes and failures and the ways in which wider public debates enter the classroom The book also exposes the challenge religious education teachers have in using the language of religion

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